



# **STUDENT SUPPORT AT UBSS**

**Emeritus Professor Greg Whateley**

March 2020

## Table of Contents

<b>PART A</b>	<b>3</b>
<b>Access to MyGCA – Student Management System</b>	<b>4</b>
<b>Advanced Business Communication subject for undergraduate students</b>	<b>5</b>
<b>Study Skills web pages</b>	<b>10</b>
<b>Support Workshops</b>	<b>11</b>
eResearch skills	12
<b>Learning Support personnel</b>	<b>14</b>
eLearning Coordinator	14
Learning Support Coordinator	15
Academic Coordinators	15
Senior Postgraduate Coordinator	16
<b>eResources and eLibrary</b>	<b>17</b>
<b>PASS (Extended)</b>	<b>20</b>
<b>PART B</b>	<b>21</b>
<b>Program Director (illustrative PD)</b>	<b>22</b>
<b>Managing Academic Progress (MAP) Procedures</b>	<b>23</b>
Stage 1	23
Stage 2	23
Stage 3	23
<b>The Main Activities of Student Services</b>	<b>27</b>

## PART A

During the orientation phase students are made aware of the demands of study at UBSS and at the same time the support systems that are in place.

As part of the orientation exchange (either in person or online) students **are made aware of** support services that are available to them to including –

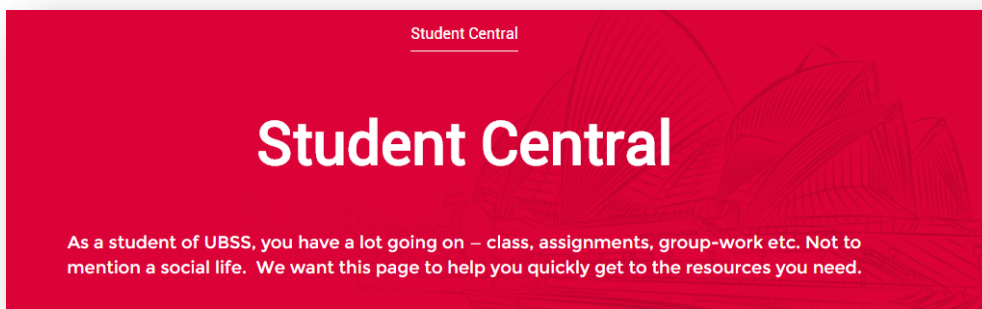
- **Access to MyGCA – Student Management System**
- **Advanced Business Communication subject for undergraduate students**
- **Study Skills web pages**
- **Support Workshops**
- **Learning Support personnel on site**
- **eResources and eLibrary**
- **PASS program (extended)**
- Credit Transfer
- Avoiding plagiarism
- Genuine student attributes
- Assessment
- Pathways
- Learning Management System – Moodle
- Modes of communication
- Attendance
- Study load and progress
- Academic grievances
- Code of conduct
- Use of computer laboratories and eResource room

All aspects are important, but the **seven (7) highlighted areas** above provide evidence of ongoing support for students post enrolment. I deal with each in turn –

## Access to MyGCA – Student Management System

Access to MyGCA is an essential ingredient for success at UBSS given that it is the portal to all eResources (including the LMS) that provides students with notes, presentations, assignments, readings and a raft of other study support matters.

Access is via Student Central - <https://www.ubss.edu.au/student-central/>



Start Date:	End Date:
13-Jul-2009	04-Dec-2009
27-Jan-2010	25-Jun-2010
12-Jul-2010	01-Jul-2011

Start Date:	End Date:
18-Jul-2011	20-Jun-2014

- Academic Certificates
- Academic Progress Statement
- Academic Results History
- Academic Transcript
- Assess Application
- Attendance
- Change Password
- Col. Change Request
- Col. Review
- Col. Review
- College Information
- Course Information
- Course Extension
- Disciplinary Action
- Emergency Contact
- Enrollment Confirmation
- Feedback Form
- Financial Status
- Financials Office Letter
- Holden Certificate
- Journal
- Leave Application
- Policies and Procedures
- Record Proof of Payment
- Request Renewal
- Release Letter Request
- Reset Student Password
- Reset Exam Application
- Reset Exam Timetable
- Subject Examination
- Subject Selection
- Student Card Replacement
- Timetable

## Advanced Business Communication subject for undergraduate students

A support strategy that was put in place in 2015, by means of a **compulsory subject** for all students – BAS22 Advanced Business Communication, the subject has remained an important resource and support mechanism for students -

# SUBJECT OUTLINE

## 1. General Subject Information

<b>Subject Code:</b>	BAS22 A
<b>Subject Name:</b>	Advanced Business Communication
<b>Teaching Period:</b>	Trimester 3 2019
<b>Core/Elective status:</b>	Core – Bachelor of Business or Bachelor of Accounting
<b>Pre-requisites:</b>	None
<b>Class Times:</b>	BAS22 A: 8.30 – 11.30 Mondays
<b>Class Room:</b>	1003
<b>Class Contact:</b>	3 hours per week
<b>Delivery Mode:</b>	Full-time, On Campus
<b>Lecturer:</b>	Sue Cameron
<b>Contact Details:</b>	<a href="mailto:sue.cameron@ubss.edu.au">sue.cameron@ubss.edu.au</a> (Please do <b>not</b> use the Moodle email, only this one and include your Student Number otherwise a late reply can be expected)
<b>Location:</b>	Lecturers Lounge – Level 11

This subject is scheduled for the first trimester of both undergraduate awards –

*Bachelor of Accounting*

### Year 1

#### Trimester 1

Subject Code	Subject Name	Credit Points
<b>BAP12</b>	Accounting for Business	3
<b>BAS22</b>	Advanced Business Communication	3
<b>BAC11</b>	Information Technology for Accountants	3
<b>BAC21</b>	Quantitative Methods	3

*Bachelor of Business*

<b>Year 1</b>		
<b>Trimester 1</b>		
<b>Subject Code</b>	<b>Subject Name</b>	<b>Credit Points</b>
<b>BAS22</b>	Advanced Business Communication	3
<b>BBM123</b>	Management Principles	3
<b>BAC21</b>	Quantitative Methods	3
<b>BAP12</b>	Accounting for Business	3

The subject is regarded as a vital means of ensuring students are literacy and award ready.

The learning outcomes of the subject are appropriate –

## **2.2 Learning Outcomes**

On successful completion of this subject, students will be able to:

1. A competent standard of academic writing
2. Discussing the various communication tools and techniques used in businesses and workplaces in the 21st century.
3. Demonstrating verbal, non-verbal, written and digital communication techniques used in business.
4. Discussing the principles underpinning interpersonal skills and how they contribute to effective business communication.
5. Implementing effective techniques to resolve conflict and negotiate in business and workplaces.
6. Performing effective business research and communicating the findings in a project and via oral presentation.
7. Communicating effectively across cultures and to a range of different business audiences (managers, customers, colleagues, potential employers, etc.).

The content of the subject has been refined and is well suited for Year 1, Trimester 1 students –

Weeks 1- 5

<p><b>Week 1:</b> Monday 9 September</p>	<p><b>Introduction to subject and students</b></p> <p>Subject Outline and Assessment Timetable</p> <p>Communication theory and the communication processes and models</p>	<p>Chapter 1  (LO- 2)</p>	<p>Lecture and Discussion</p> <p>Go through the Subject Outline and Assessments</p> <p>Activity: Introductions</p>
<p><b>Week 2:</b> Monday 16 September</p>	<p>Revision on Communication Theory</p> <p><b>Academic Skills</b> Doing and using Research</p> <p>Academic writing – the Essay</p> <p>Argument, logic, persuasion and influence</p>	<p>Chapters 3, 7 and 12  (LO – 1 &amp; 6)</p>	<p>Lecture and Revision of Week 1</p> <p>Group Tutorial on conducting research for Academic Writing &amp; the theories of communication</p>
<p><b>Week 3:</b> Monday 23 September</p>	<p>Revision on academic writing</p> <p><b>Work ready business skills</b></p> <p>Document design &amp; graphic communication</p> <p>Letter writing and emails</p> <p>Online writing &amp; Social Media</p>	<p>Chapter 2 (LO – 3)</p> <p>Chapter 4 (LO -3)</p> <p>Chapters 6 &amp; 20 (LO -3 &amp; 7)</p>	<p>Lecture, Q&amp;A</p> <p>Groups Tutorial on document design and business writing</p>
<p><b>Week 4:</b> Monday 30 September</p>	<p><b>Work ready business skills</b></p> <p>Interpersonal Skills 1 – Emotional Intelligence and Assertiveness</p> <p>Interpersonal Skills 2 - Listening, Questioning and Feedback</p> <p>Revision for First Mid-trimester test in Week 5</p>	<p>Chapter 9 (LO 4)</p> <p>Chapter 10 (LO - 4)</p>	<p>Lecture, Revision and Q&amp;A</p> <p>Group tutorial to discuss Interpersonal skills</p> <p>Quiz No 1 due on Sunday 4 October</p>
<p><b>Week 5:</b> Monday 7 October</p>	<p><b>Labour Day Public Holiday</b></p>		

Weeks 6 – 12

<p><b>Week 6:</b> Monday 14 October</p>	<p><b>First Mid trimester Test</b></p> <p>Intercultural Communication</p>	<p>Chapter 15 (LO – 7)</p>	<p>One hour test with external Invigilators</p> <p>Two hour lecture and group tutorial on Intercultural communication</p>
<p><b>Week 7</b> Monday 21 October</p>	<p><b>Feedback on Assessment 1</b></p> <p><b>Work ready business skills</b> Reports and Proposals</p> <p>Nonverbal Communication</p> <p>Assessment No 3 Reports &amp; Oral presentation Instructions (due Week 10)</p>	<p>Chapter 5 (LO – 3, 6 &amp; 7)</p> <p>Chapter 8 (LO -3 &amp; 6)</p>	<p>Hand out papers with feedback comments</p> <p>Lecture and group tutorial on reports and non-verbal communication</p> <p><b>Quiz No 2 due on Sunday 27 October</b></p>
<p><b>Week 8:</b> Monday 28 October</p>	<p><b>Work Ready Business Skills</b> Employment Communication</p> <p>Conflict and Negotiation</p> <p><b>Revision for Assessment Task 2 in Week 9</b></p>	<p>Chapters 20,14 &amp; 13 (LOs - 6 &amp; 7)</p>	<p>Lecture and Revision</p> <p>Group tutorial on Conflict and Employment Communication</p>
<p><b>Week 9:</b> Monday 4 November</p>	<p><b>Assessment Task 2: Second Mid-Trimester Test (1 hour)</b></p> <p><b>Work ready business skills</b> Oral Communication</p> <p>Presentations and using PowerPoint</p>	<p>Chapter 11 (LOs 3 &amp; 7)</p>	<p>One hour test with external Invigilators</p> <p>2 hour Lecture &amp; Group Tutorial on Oral Communication</p>
<p><b>Week 10:</b> Monday 11 November</p>	<p><b>Assessment Task No 3: Reports due &amp; deliver oral presentations</b></p>	<p>(LO – 3, 6 &amp; 7)</p>	<p>Assess Oral Presentations and mark</p> <p><b>Quiz No 3 due on Sunday17 November</b></p>
<p><b>Week 11:</b> Monday 18 November</p>	<p><b>Feedback on Assessment 2</b></p> <p><b>Work Ready Business Skills</b> Organisational, team and meeting communication</p> <p><b>Task 3: Complete oral presentations</b></p>	<p>Chapters 16, 18 &amp; 19 (LOs - 2, 3 4 &amp; 7)</p>	<p>Hand out papers with feedback comments</p> <p>Lecture and Q&amp;A</p> <p>Group Tutorial on Organisational, Team an Meeting Communication</p>
<p><b>Week 12:</b> Monday 25 November</p>	<p><b>Feedback on Assessment 3</b></p> <p><b>Revision for Assessment Task 4:</b></p> <p>Trial Exam paper</p>	<p>All the above</p>	<p>Review Learning Outcomes</p> <p>Lecture, Q&amp;A and trial exam</p>
<p><b>Exam Period 2 – 13 December</b></p>			



The subject is taught by a well-qualified and highly experienced staffer with many years of experience with international students (excerpt from the subject outline on the LMS) –



**Your lecturer:** Sue Cameron MBA AFAIM

- Originally from Dunedin New Zealand
- Over 20 years in senior management in Operations, Human Resources and Marketing
- Has lived and worked in Europe for two years
- Been a teacher, trainer and lecturer for over six years
- Currently also a tour guide at the Sydney Opera House

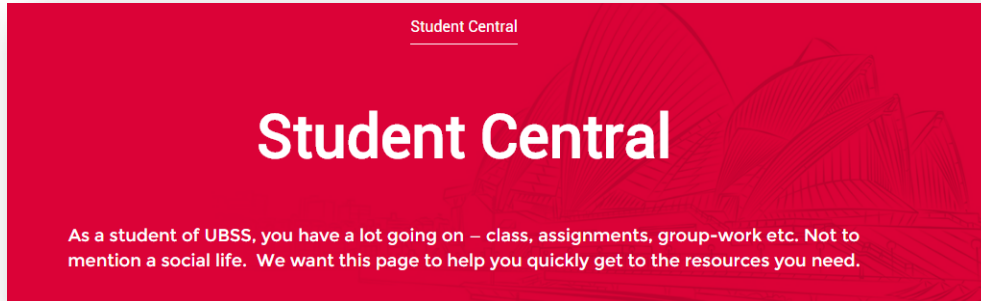
The student feedback on this subject in from S2, 2016 through to T3, 2019 (most recent) is best captured in the following excerpt for the subject –

		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19
Q1	The subject provided useful knowledge and skills	4.20	4.38	4.30	4.36	4.28	4.57	4.44	4.35	4.35	4.26	4.50
Q2	The learning outcomes were achievable	4.09	4.29	4.27	4.30	4.25	4.55	4.36	4.23	4.23	4.21	4.42
Q3	The subject workload was manageable	4.06	4.00	4.14	4.20	4.17	4.51	4.21	4.19	4.19	4.16	4.36
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.17	4.20	4.27	4.31	4.26	4.55	4.35	4.24	4.30	4.25	4.38
Q5	The lecturer was well prepared for each class	4.35	4.45	4.44	4.39	4.40	4.62	4.54	4.42	4.20	4.25	4.53
Q6	The lecturer provided useful feedback	4.29	4.37	4.35	4.30	4.32	4.56	4.47	4.33	4.33	4.23	4.48
Q7	The lecturer had a good knowledge of the subject matter	4.28	4.52	4.46	4.41	4.39	4.69	4.54	4.47	4.45	4.30	4.51
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.31	4.45	4.33	4.34	4.33	4.56	4.45	4.39	4.39	4.24	4.48
Q9	The lecturer was available to discuss learning problems outside of class time	4.13	4.28	4.18	4.27	4.14	4.55	4.37	4.24	4.53	4.20	4.42
Q10	The assessment requirements were clearly explained	4.27	4.28	4.28	4.32	4.27	4.63	4.41	4.34	4.33	4.17	4.40
Q11	Overall the teaching in the subject was of a high quality	4.30	4.37	4.31	4.28	4.29	4.52	4.45	4.37	4.32	4.30	4.46
	AVERAGE	<b>4.22</b>	<b>4.33</b>	<b>4.30</b>	<b>4.32</b>	<b>4.28</b>	<b>4.57</b>	<b>4.42</b>	<b>4.32</b>	<b>4.33</b>	<b>4.23</b>	<b>4.45</b>

The longitudinal study would suggest the subject and management of the subject is highly regarded. This endorses its important role in the student support machinery – especially for commencing students.

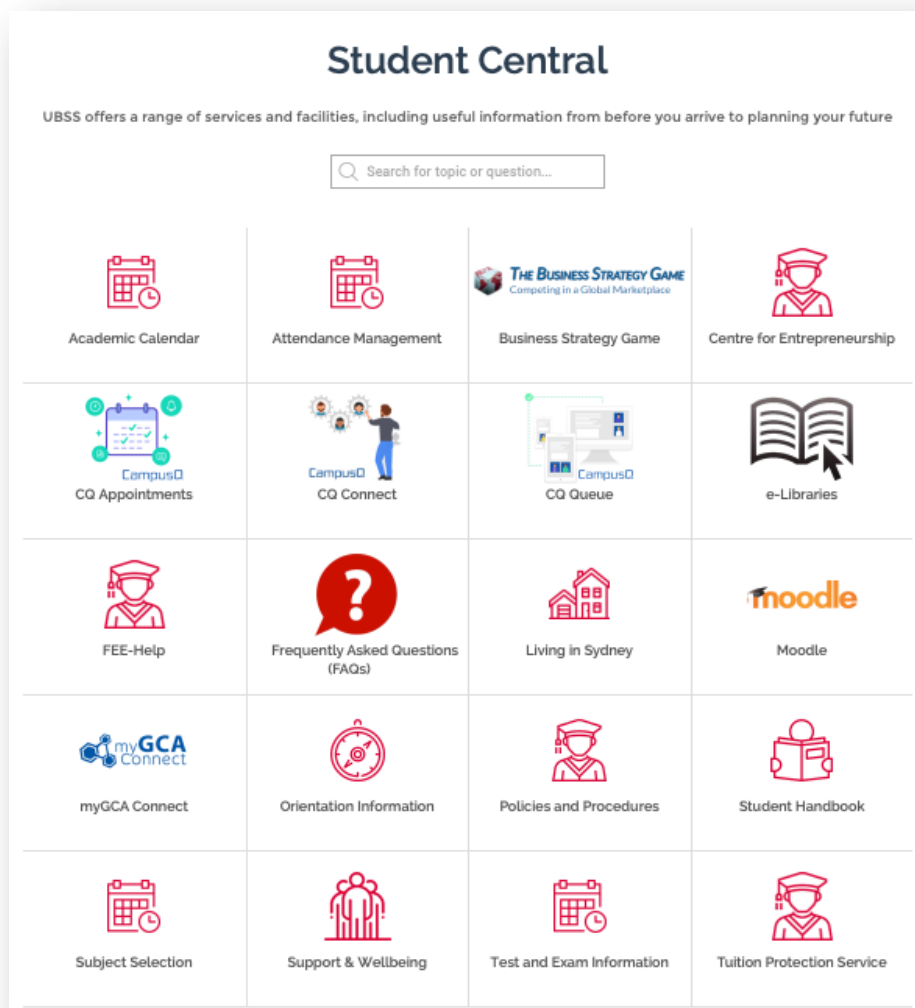
## Study Skills web pages

A support site has been established on the UBSS website that provides valuable 24/7 access to eAssistance on a range of topics –



<https://www.ubss.edu.au/student-central/>

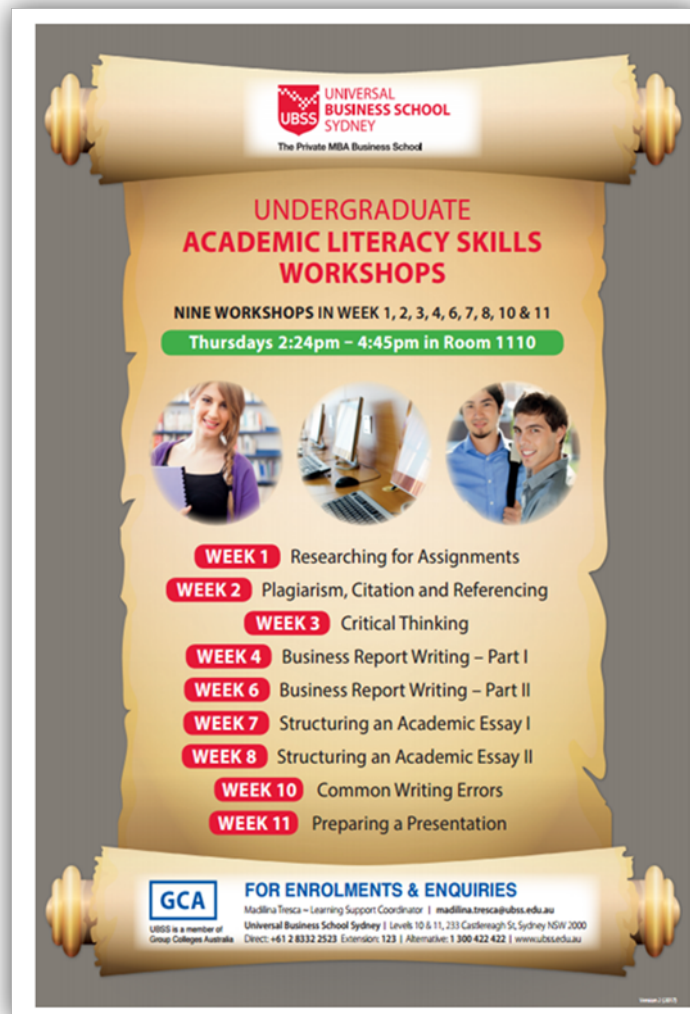
This space has been refined over the last two years to hone in on the expressed needs of students based on feedback and focus groups. User feedback has been positive.



## Support Workshops

Each trimester UBSS provides support workshops that cater specifically for literacy enhancement and eLibrary skills – regarded as the two most essential elements of student support outside the classroom.

**Literacy** is the focus for undergraduate students at present –



**UNIVERSAL BUSINESS SCHOOL SYDNEY**  
The Private MBA Business School

### UNDERGRADUATE ACADEMIC LITERACY SKILLS WORKSHOPS

NINE WORKSHOPS IN WEEK 1, 2, 3, 4, 6, 7, 8, 10 & 11  
Thursdays 2:24pm – 4:45pm in Room 1110

**WEEK 1** Researching for Assignments  
**WEEK 2** Plagiarism, Citation and Referencing  
**WEEK 3** Critical Thinking  
**WEEK 4** Business Report Writing – Part I  
**WEEK 6** Business Report Writing – Part II  
**WEEK 7** Structuring an Academic Essay I  
**WEEK 8** Structuring an Academic Essay II  
**WEEK 10** Common Writing Errors  
**WEEK 11** Preparing a Presentation

**GCA** FOR ENROLMENTS & ENQUIRIES  
Madlina Tresca – Learning Support Coordinator | [madlina.tresca@ubss.edu.au](mailto:madlina.tresca@ubss.edu.au)  
UBSS is a member of Group Colleges Australia | Universal Business School Sydney | Levels 10 & 11, 233 Castlereagh St, Sydney NSW 2000  
Direct: +61 2 8332 2523 | Extension: 123 | Alternative: 1 300 422 422 | [www.ubss.edu.au](http://www.ubss.edu.au)

A structured approach to assist students is provided over nine sessions. Students identified as 'at risk' are **shepherded** into these workshops from the outset and throughout the semester.

The timing of the workshops has been refined to provide maximum access and timely support.

**eResearch skills** are also regarded as imperative and a series of single session workshops are provided for undergraduate students –



The poster is for the 'UNDERGRADUATE RESEARCH SKILLS WORKSHOP eLibrary'. It features the UBSS logo at the top, identifying it as 'The Private MBA Business School'. The main title is 'UNDERGRADUATE RESEARCH SKILLS WORKSHOP eLibrary'. Below this, it states the schedule: 'Thursdays 11:45am - 1:45pm in Room 1110 / eResource Room'. A key message is 'You only attend ONE Workshop'. The central graphic shows a laptop screen displaying a collage of images: a group of students, a woman with a laptop, a man with a laptop, and logos for 'informit', 'emerald PUBLISHING', 'UNDERGRADUATE', 'FRISCO', and 'GALE CENGAGE Learning'. At the bottom, it says 'Enhance your research skills, expand your knowledge and submit quality work'. Contact information for GCA (Group Colleges Australia) is provided, including the name Madilina Tresca, her role as Learning Support Coordinator, her email, and the school's address and phone numbers.

The emphasis is placed on accessing the range of eResources available to students including the extensive eLibrary at UBSS.

Students identified as 'at risk' are **shepherded** into these workshops from the outset and throughout the semester.

*Students are permitted to attend multiple sessions if desired.*

Two additional workshops are made available to *postgraduate students* in line with needs and interests.

An eResearch workshop *and* a preparation for employment –

**UBSS UNIVERSAL BUSINESS SCHOOL SYDNEY**  
The Private MBA Business School

**MBA RESEARCH SKILLS WORKSHOP**  
*eLibrary*

Wednesdays 8:30am – 11:30am in Room 1003 / eResource Room

You only attend ONE Workshop

Week 3  
Week 4  
Week 6  
Week 7  
Week 8  
Week 10  
Week 12

informat<sup>+</sup>  
ProQuest  
emerald PUBLISHING  
MBA  
ERIC  
GALE CENGAGE Learning

Enhance your research skills, expand your knowledge and submit quality work

**GCA** FOR ENROLMENTS & ENQUIRIES  
Madilina Tesca – Learning Support Coordinator | madilina.tresca@ubss.edu.au  
Universal Business School Sydney | Levels 10 & 11, 233 Castlereagh Street, Sydney NSW 2000  
Direct: +61 2 8332 2523 Extension: 123 | Alternative: 1 300 422 422 | www.ubss.edu.au

**UBSS UNIVERSAL BUSINESS SCHOOL SYDNEY**  
The Private MBA Business School

**Employability Skills Workshop for MBA Students**

**IDENTIFY YOUR CAREER PATH**

FOUR WORKSHOPS/SESSIONS IN WEEK 3, 4, 6 & 7  
Wednesdays 11:45am – 2:45pm in Room 1003

SESSION 1 Identify your Career Path  
SESSION 2 Preparing CV & Covering Letter  
SESSION 3 Winning the Interview  
SESSION 4 Networking – Field Trip

"The workshops were an excellent opportunity to learn how to overcome lack of confidence and improve skills. This is a reward for international students who experience different countries and cultures. The things I have here will help me in the future."  
— Sarah Moore  
Master of Business Administration

DREAM JOB: GENERAL MANAGER, CONSULTANT DIRECTOR, MARKETING, ENTREPRENEUR, HUMAN RESOURCES, ENTRY LEVEL

SUCCESS

G GRADUATION

7 EXAMS

6 WORKSHOP 4 – Week 7 Networking – Field Trip

5 WORKSHOP 3 – Week 6 Winning the Interview

4 WORKSHOP 2 – Week 4 Preparing CV & Covering Letter

3 WORKSHOP 1 – Week 3 Identify your Career Path

2 ATTENDING LECTURES

1 TODAY I AM HERE MBA Student

**GCA** FOR ENROLMENTS & ENQUIRIES  
Madilina Tesca – Learning Support Coordinator | madilina.tresca@ubss.edu.au  
Universal Business School Sydney | Levels 10 & 11, 233 Castlereagh Street, Sydney NSW 2000  
Direct: +61 2 8332 2523 Extension: 123 | Alternative: 1 300 422 422 | www.ubss.edu.au

Students identified as ‘at risk’ are **shepherded** into these workshops from the outset and throughout the semester.

## Learning Support personnel

UBSS has in place six (6) learning support personnel. To avoid confusion they have differing titles –

- **eLearning Coordinator**
- **Learning Support Coordinator**
- **Academic Coordinator**
- **Assistant Academic Coordinator**
- **Assistant Academic Coordinator**
- **Senior Postgraduate Coordinator**

All positions are located within the *Office of the Executive Dean* and share the responsibility for student and staff learning/teaching support.

A snapshot of the focus of each position is provided –

### ***eLearning Coordinator***

Responsible for the smooth administration, support and co-ordination of GCA's online and blended learning Higher Education College UBSS. To provide direct support to the Executive Dean and Academic Coordinator as well as the organisation of the Bi-Annual Graduation Ceremonies.	
<p><b>Main Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Assist in the design, development and delivery of blended learning across all UBSS programs</li> <li>• Responsible for the training of staff and students during orientation in ICT and technical training material. Act as a contact point for general ICT and systems technical support for staff</li> <li>• Placing materials on the Moodle learning system and undertaking reporting from the MyGCA ISIS database;</li> <li>• Updating the UBSS website to ensure accuracy of information and market competitiveness;</li> <li>• Undertaking data entry required for government reporting and internal purposes;</li> <li>• Providing administrative support for government registration and accreditation submissions;</li> <li>• Oversee subject outline, study material, exam and moderation material between staff, lecturers and external moderators.</li> <li>• Assisting with the organisation of examinations and student orientations.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving support preparation of the Academic Board and other forums, as required;</li> <li>• Responding to routine enquiries from students and academic staff, and act as the central contact point for all UBSS matters;</li> <li>• Responsible for organising two Graduation Ceremonies per year at The Sydney Opera House.</li> </ul> <p><b>Performance Measures:</b></p> <ul style="list-style-type: none"> <li>• Experience with organising events</li> <li>• Excellent MS Office skills and the experience in the use of complex databases;</li> <li>• Ability to work as part of a small team and independently;</li> <li>• A proactive approach to work, and the ability to work under pressure in a busy environment;</li> <li>• Excellent organisational and time management skills</li> <li>• Experience in servicing formal committees (minute taking)</li> </ul>

Given the high level of eResource reliance by both students and staff – this role is vital. Students who experience difficulty in access or support make direct contact with the eLearning Coordinator. The LMS (Moodle) is the backbone of all learning and teaching at UBSS.



## Learning Support Coordinator

<p><b>Main Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Proactively promote and conduct workshops for students in the use of electronic library materials, namely in conducting sophisticated searches to obtain desired academic results;</li> <li>• Provide individual advice and guidance to students to address deferment of studies, holiday leave, attendance and extension of <u>CoEs</u>;</li> <li>• Proactively promote, design and conduct employability workshops for the benefit of both postgraduate and undergraduate students;</li> <li>• Proactively promote study skills and other learning support workshops for the benefit of all UBSS students, and continuously review and tailor workshop content based on feedback provided by the Executive Dean, student surveys, academic staff and/or the Academic Senate to achieve optimal outcomes;             <ul style="list-style-type: none"> <li>• Collaboratively work with the Executive Dean and Academic Senate to ensure that processes pertaining to 'Early Intervention' and 'At Risk' are adhered to and actioned.</li> <li>• Collaboratively work with the Executive Dean and Academic Senate to ensure learning support activities complement the needs of students and are reviewed accordingly;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Collaboratively work with the Executive Dean and Academic Senate to ensure learning support activities complement the needs of students and are reviewed accordingly: Academic English Workshops.</li> <li>• Monitor and record the number of students attending study skills/learning support/other workshops, and maintain data on student access tracking academic student progress, and the effectiveness of these services.</li> <li>• Provide individual consultation to students to address their academic concerns relating to study skills or specific subject content; and ensure records are kept of all consultations;</li> <li>• Ensure that the above reviews, workshops and group/individual student guidance are tailored, where appropriate, for different course levels, such as undergraduate and postgraduate, to enable to optimal learning outcomes for students             <ul style="list-style-type: none"> <li>• Collaboratively work with and support Executive Dean on a daily basis regarding student issues: booking student appointments (where applicable), writing official letters for students, providing updates on non-financial students and maintaining communication with Student Services.</li> </ul> </li> </ul>
---	--

This role has the most direct interface with undergraduate students in particular and ensures that both students 'at risk' and students with special requests are supported as much as possible.

## Academic Coordinators

<p><b>Main Responsibilities:</b></p> <p>The key duties of the Academic Coordinator are:</p> <ul style="list-style-type: none"> <li>▪ Timetable planning;</li> <li>▪ Oversight of examinations;</li> <li>▪ Handling cases of student misconduct;</li> <li>▪ Assisting with activities of the Student Representative Council;</li> <li>▪ Collecting, analysing and reporting data on a range of issues both internally and externally;</li> <li>▪ Training academic staff in academic and operational policy matters and in the use of the Moodle learning system;</li> <li>▪ Acting as Secretary to the UBSS Academic Senate and GCA Board (governing bodies);</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensuring that academic administrative functions comply with the requirements of the government regulator (TEQSA);</li> <li>▪ Playing a leading role in collecting, checking and submitting data as required by Government Departments and TEQSA;</li> <li>▪ Ensuring that technology is used to enhance administrative efficiencies and user friendliness for both staff and students;</li> <li>▪ Being the point of contact (POC) on academic matters with individual students in the MBA program, listen to their problems, solve them where appropriate and keep a record of the students involved, their concerns and the outcomes of the meetings.</li> </ul>
--	---

These roles provides students with ongoing support in terms of administrative/academic issues encountered.

## Senior Postgraduate Coordinator

<p><b>Key Duties:</b> Reporting to the Executive Dean of UBSS, the key duties of the PC are to:</p> <ul style="list-style-type: none"> <li>• Support the Executive Dean with a range of duties with particular focus on the MBA program.</li> <li>• Collaborate with the Executive Dean, the Academic Co-ordinator and Academic staff on a trimesterly basis to ensure that the e-library continuously meets curriculum requirements of current courses and any planned future courses;</li> <li>• Provide individual advice and guidance to students in the use of e-library resources;</li> <li>• Provide individual advice and guidance to students on matters related to credit transfer, unit selection and attendance as well as who to speak to about various matters, and how to arrange for an interview and/or meeting with the appropriate staff member.</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively promote and support study skills and other learning support workshops for the benefit of all UBSS students (in particularly MBA students) and work closely with the Learning Support and Event Co-ordinator on an ongoing basis.</li> <li>• Collaboratively work with the Executive Dean and Academic Senate to ensure meeting materials are organized and minutes and documentation are completed in a timely manner.</li> <li>• Work with the Learning Support Co-ordinator to address academic concerns relating to study skills or specific subject content; and ensure records are kept of all consultations and activities.</li> </ul>
--	---

The postgraduate learning support is provided in a similar way to undergraduate students. The emphasis is on access to eResources and encouraging participation in additional support mechanisms.

Learning Support personnel are the backbone of the support provided to students both at the undergraduate and postgraduate levels. Learning Support personnel work in tandem with Academic Staff to provide as much support (literacy and intervention included) as possible. Currently, the teams work well together and student satisfaction is high –

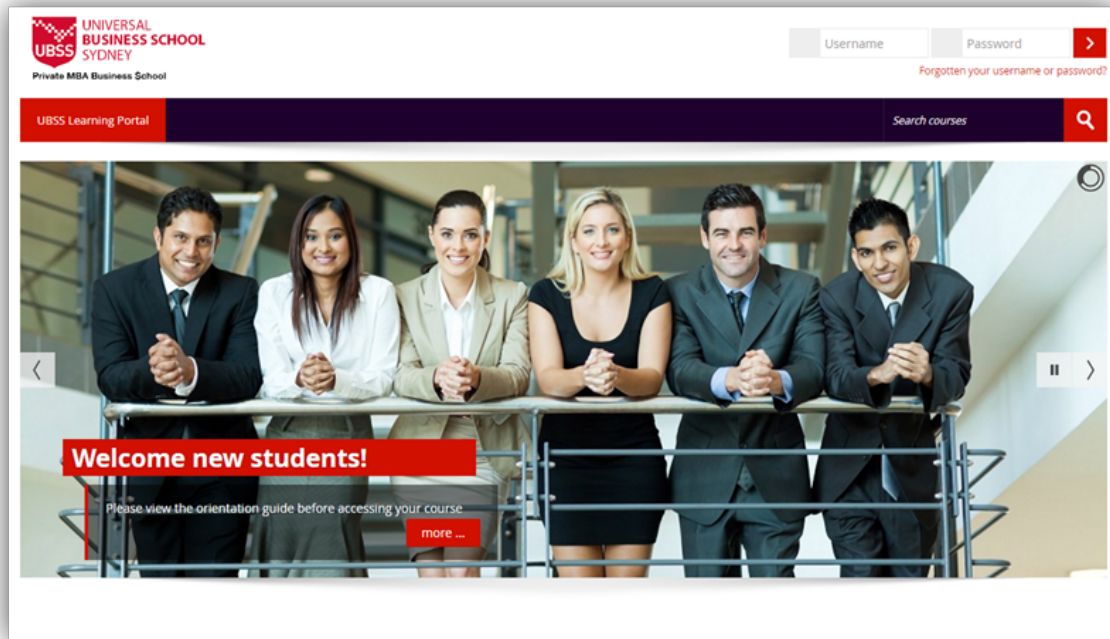
Survey Questions		BBus T3 19	BAcc T3 19	MBA T3 19
Q1	The subject provided useful knowledge and skills	4.50	4.38	4.39
Q2	The learning outcomes were achievable	4.42	4.26	4.36
Q3	The subject workload was manageable	4.36	4.23	4.33
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.38	4.29	4.36
Q5	The lecturer was well prepared for each class	4.53	4.25	4.46
Q6	The lecturer provided useful feedback	4.48	4.22	4.38
Q7	The lecturer had a good knowledge of the subject matter	4.51	4.29	4.50
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.48	4.31	4.39
Q9	The lecturer was available to discuss learning problems outside of class time	4.42	4.18	4.34
Q10	The assessment requirements were clearly explained	4.40	4.25	4.40
Q11	Overall the teaching in the subject was of a high quality	4.46	4.22	4.40
<b>Average</b>		<b>4.48</b>	<b>4.24</b>	<b>4.39</b>

It is not feasible to separate learning support from direct teaching. These SFUs are responding to the team effort of both groups.

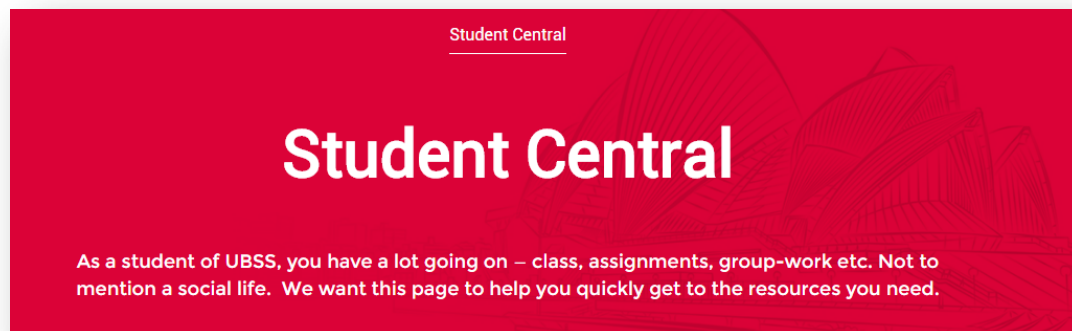


## eResources and eLibrary

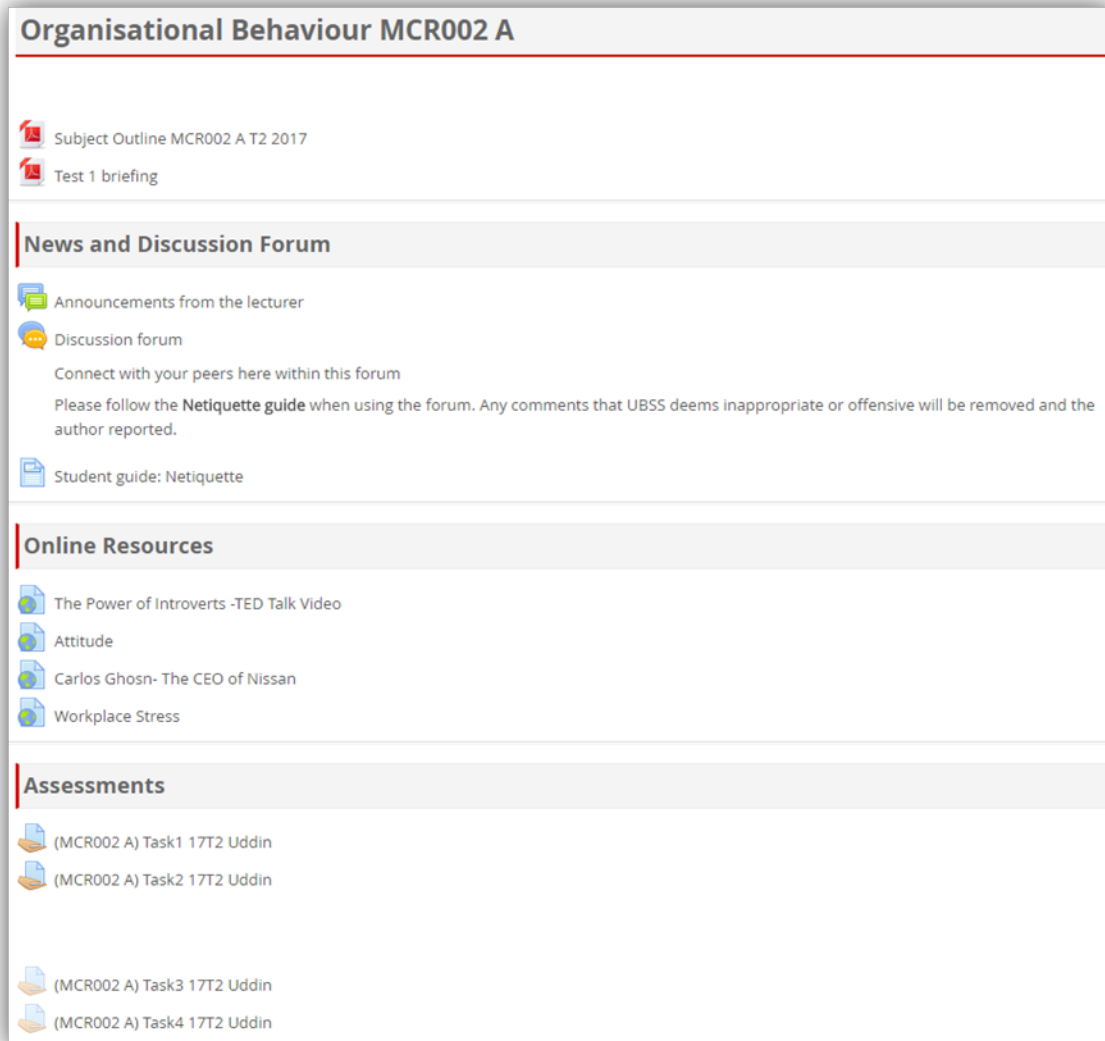
eResources are a vital part of the contemporary School and classroom. Students have access to the Learning Management System (LMS) that provides them with a wide range of resources –



The access points are readily available through Student Central –



Course access provides students with the entire subject package which includes the subject outline, news and discussion fora, additional online resources and assessment details –

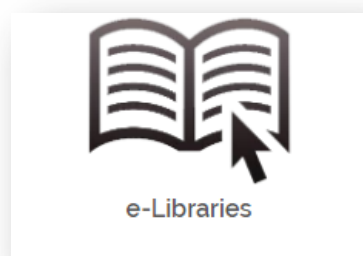
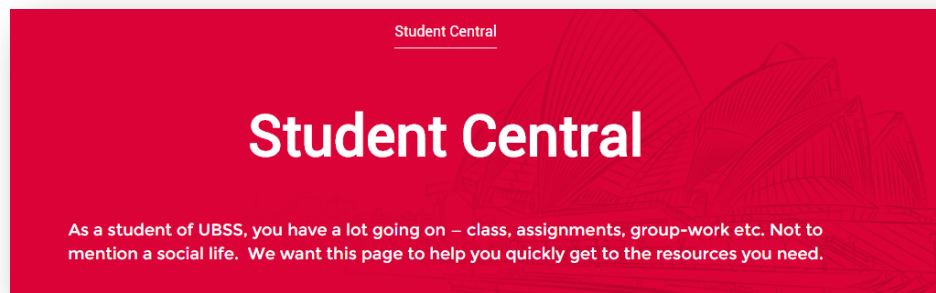


The screenshot displays the course page for 'Organisational Behaviour MCR002 A'. It is organized into several sections:

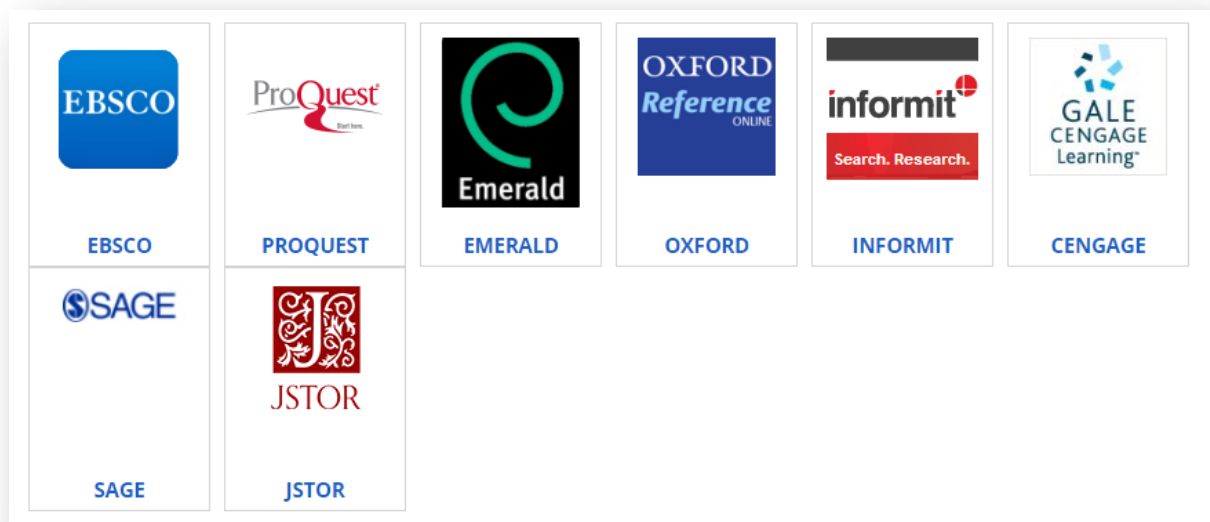
- Subject Outline MCR002 A T2 2017**: Includes a document icon and the text 'Subject Outline MCR002 A T2 2017' and 'Test 1 briefing'.
- News and Discussion Forum**: Features a 'Discussion forum' section with a speech bubble icon. It contains the text: 'Connect with your peers here within this forum. Please follow the **Netiquette guide** when using the forum. Any comments that UBSS deems inappropriate or offensive will be removed and the author reported.' Below this is a link for 'Student guide: Netiquette' with a document icon.
- Online Resources**: Lists four resources with globe icons: 'The Power of Introverts -TED Talk Video', 'Attitude', 'Carlos Ghosn- The CEO of Nissan', and 'Workplace Stress'.
- Assessments**: Lists four tasks with document icons: '(MCR002 A) Task1 17T2 Uddin', '(MCR002 A) Task2 17T2 Uddin', '(MCR002 A) Task3 17T2 Uddin', and '(MCR002 A) Task4 17T2 Uddin'.

In addition students have access to the weekly class presentations and the end of trimester SFU survey.

The UBSS eLibrary is also accessible via Student Central



This provides access to eight (8) excellent world class resources –



## PASS (Extended)

UBSS has in place a comprehensive PASS program that has three facets -

1. Peer Assisted Student Support (PASS) program supporting **Accounting for Business, Principles of Accounting and Information Technology for Accountants** where high performing students (preferably from a higher level of qualification) tutor/mentor Bachelor of Accounting and/or Bachelor of Business students.
2. PASS on-line is a form of on line chat room that provides assistance to students with an on-line avenue to seek assistance with specific topics.
3. PASS in class where the PASS assistant provides assistance in selected classes in support of lecturer during tutorials

This program is comprehensive and has taken the PASS concept (common at a number of institutions) to a whole new level.

## PART B

**TEQSA has for some time been critical of the Support Services provided at UBSS - without foundation.**

In addition to the resources and support mechanisms on offer there are a further five (5) full time **support** personnel including Program Directors (one for each program) and student services staff that provide ongoing support in a range of domains.

All students are well aware of the support mechanisms in place – the big question is whether they wish to access the support.

## Program Director (illustrative PD)

### Position Overview:

The Program Director – Bachelor of Accounting is responsible to the Executive Dean and the Academic Senate for providing program direction, program success, academic input, academic integrity, subject expertise and leadership for the Accounting degree and nested awards. This will ensure that UBSS continues to deliver quality, professionally recognised business programs within TEQSA's Threshold Standards and the ESOS Act for international students.

### Organisational Context:

UBSS is a registered, non-self-accrediting, private higher education provider and operates as a semi-autonomous department within its parent Company, Group Colleges Australia (GCA). UBSS is autonomous in academic matters, and shares corporate-level administration with GCA in the areas of student services, marketing, financial administration, IT support and student systems, physical infrastructure and accommodation.

### Key Duties:

The dimensions of this role include working with the Executive Dean and the Academic Senate to:

- Control Service Delivery Quality
- Undertake lecturing and leadership in the Bachelor of Accounting degree, disciplines and subjects
- Monitor and control the quality of delivery of all subjects in Bachelor of Accounting degree including identifying qualified and experienced lecturers, fostering professional development of lecturers, preparing teaching timetables and undertaking formal post-semester performance reviews with lecturers
- Oversee Compliance
- Program Management and Promotion
- Pursue networks and formal linkages with the business profession and professional associations (AICD, IML and others) to promote UBSS and opportunities for its graduates;
- Enhance the scholarly profile of UBSS;
- Provide leadership in professional and/or community affairs to enhance the reputation and profile of UBSS across the business sector;
- Monitor, review and enhance subject content and student learning outcomes for the Bachelor of Accounting degree and nested awards;
- Actively contribute to the academic planning and review of the Bachelor of Accounting degree, in line with any government and professional accreditation requirements;
- Actively participate in the UBSS Academic Senate, Course Advisory Committee, Academic Integrity Committee and Grade Review Committee - and other forums, as required
- Provide an advisory role for MBA Accounting stream as required

Further, the Program Director plays a vital role in the oversight and support of students 'at risk' as well as monitoring their progress once identified.

An Academic Progress Report spreadsheet is created each trimester via MyGCA Connect. Program Directors monitor this data base.

The process, then, is in three parts (stages), best described in the MAP model –

## **Managing Academic Progress (MAP) Procedures**

All students' academic progression are monitored after each major assessment. This happens after the Mid-trimester Test in week 5, and again in week 9. Feedback is received from all lecturers on students' performance and those that need early intervention.

### **Stage 1**

A student who demonstrates unsatisfactory course progression in a trimester will be sent an email to both their College account and their private email requesting them to attend an interview with the Program Director or Academic Coordinator. Students will be given two weeks to set up the appointment for the interview

At the meeting, students are counselled on their progress and reminded of their commitments to progress academically.

Avenues of assistance are explored and students may be referred to academic skills sessions or they may be referred to the respective lecturer for additional support. The most recent assessment will be reviewed and the rights of appeal of marks is available to the student. This is handled at the lecturer level if requested.

At the meeting, students will be required to sign a Learning Contract.

The Learning Contract requires students to:

- a. Improve their academic performance
- b. Set up future meetings with the Program Director to monitor progress against the learning plan.
- c. Reaffirm the students commitment to the subject/program

If the student does not wish to sign the Learning Contract, he may have his COE cancelled.

### **Stage 2**

A student who achieves unsatisfactory course progression over two trimesters will be sent a Show Cause letter. Emails will be sent to both their private email and the College email. The email would inform students of the non-academic progression and request them to meet with the Program Director for an interview. A Stage 2 agreement will then be signed by the student.

If students do not respond or are unsuccessful in their Show Cause appeal, the next stage would be to send them an Intent to Cancel Letter.

### **Stage 3**

Students will be sent a letter to their local home address to inform them of the intention to cancel their enrolment and subsequently their CoE. Students will then have 20 working days to submit an appeal to the Executive Dean.

The steps are clear.

A sample Stage 1 agreement -



### Monitoring Academic Progression Agreement

**Stage: One**

*Student Number:* 1495984

*Family Name:*

*Given Names:* Gursharan

*Trimester 3 Year:* 2019

**Agreed Actions**

Having never attended any classes since September 2019 due to poor attendance and non-participation in any assessment, I have met with the Program Director and I accept that as a condition of my continued enrolment at UBSS, I will abide by the following Agreed Actions:

- o I will enrol in subjects as advised by the Program Director.
- o I will maintain a minimum of 70% attendance.
- o I will submit all course assessments in full and on time.
- o I will ensure that I make satisfactory academic progression.

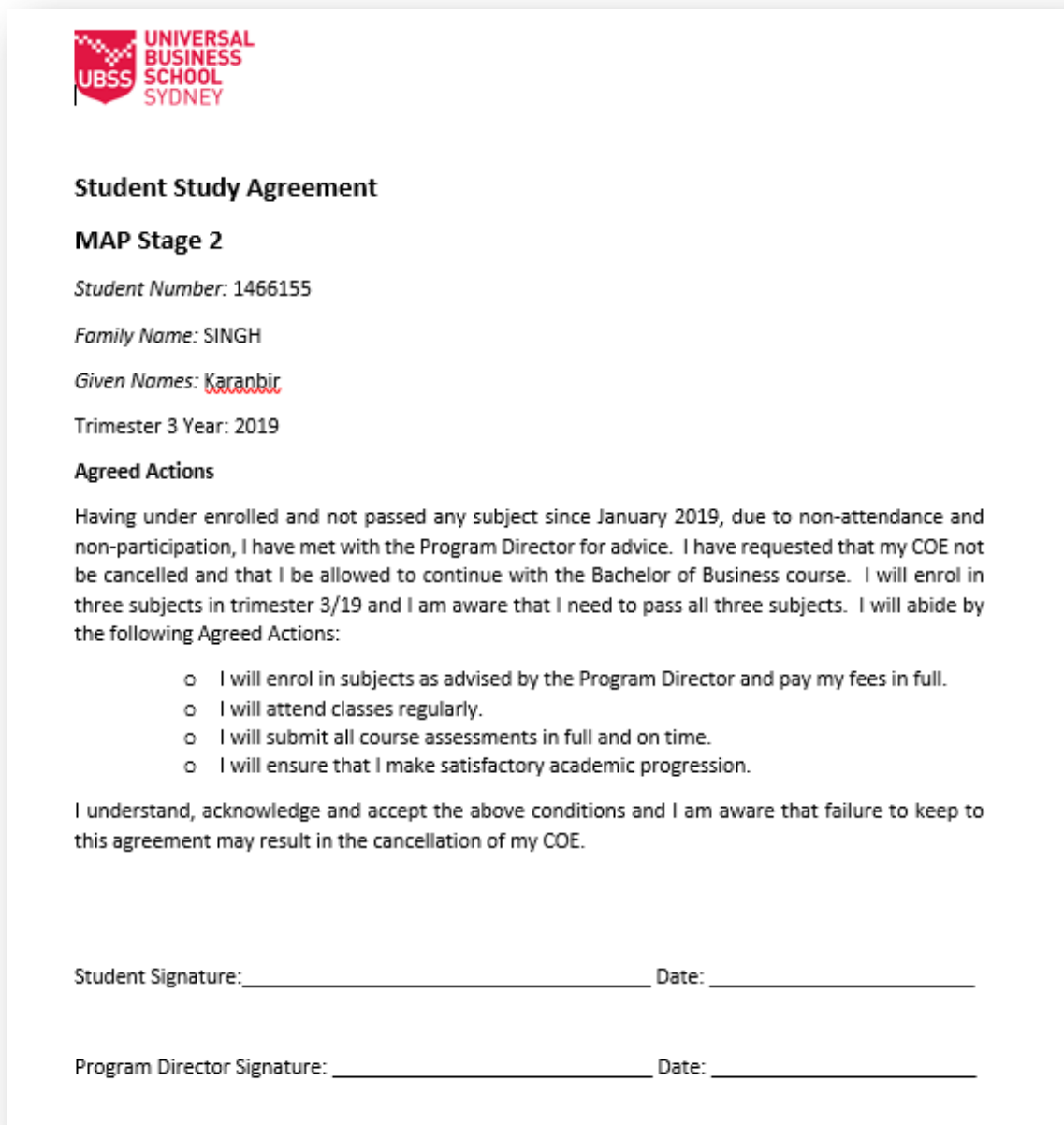
I understand that my conditions of enrolment will be reviewed at the end of the trimester and I acknowledge and accept the above conditions. I understand that non-compliance with these conditions may affect my future enrolment at UBSS. I understand the process involved to monitor, assess and review my academic progress during the trimester and the consequences of continuing unsatisfactory academic progress.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## A sample Stage 2 agreement –



**UNIVERSAL  
BUSINESS  
SCHOOL  
SYDNEY**

**Student Study Agreement**

**MAP Stage 2**

*Student Number:* 1466155

*Family Name:* SINGH

*Given Names:* Karanbir

*Trimester 3 Year:* 2019

**Agreed Actions**

Having under enrolled and not passed any subject since January 2019, due to non-attendance and non-participation, I have met with the Program Director for advice. I have requested that my COE not be cancelled and that I be allowed to continue with the Bachelor of Business course. I will enrol in three subjects in trimester 3/19 and I am aware that I need to pass all three subjects. I will abide by the following Agreed Actions:

- I will enrol in subjects as advised by the Program Director and pay my fees in full.
- I will attend classes regularly.
- I will submit all course assessments in full and on time.
- I will ensure that I make satisfactory academic progression.

I understand, acknowledge and accept the above conditions and I am aware that failure to keep to this agreement may result in the cancellation of my COE.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

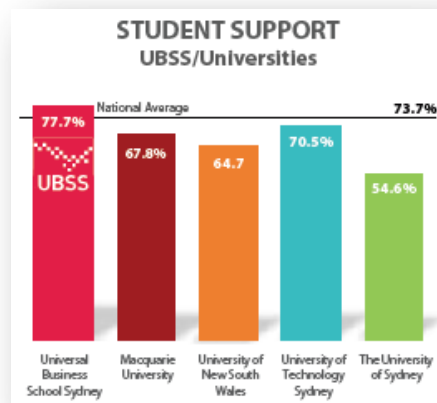
Program Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The monitoring and management of students 'at risk' at UBSS compares favorably to a number of like institutions (evidenced through benchmarking activities 2017-2019).

At the heart of this support is the fact that students are University level students (adults) who know perfectly well what support is available – and decide whether they wish to take up the support.

Each year UBSS participates in the QILT surveys that are managed by DET. The outcomes of the most recent surveys (2019 data published in 2020) would suggest UBSS has ample student support in place that is well appreciated by students at both undergraduate and postgraduate levels-

*Undergraduate -*



*Postgraduate*



Further two full time **Student Services staff** are located on site to provide a range of support.

The vision of Student Services –

Student Services vision is to eliminate barriers and create opportunities that enable all students to experience success. Our actions are guided by these values:

- The well-being of all students
- Innovation in problem solving
- Excellent customer service
- Professionalism and ethical behavior
- Cooperative and collaborative efforts

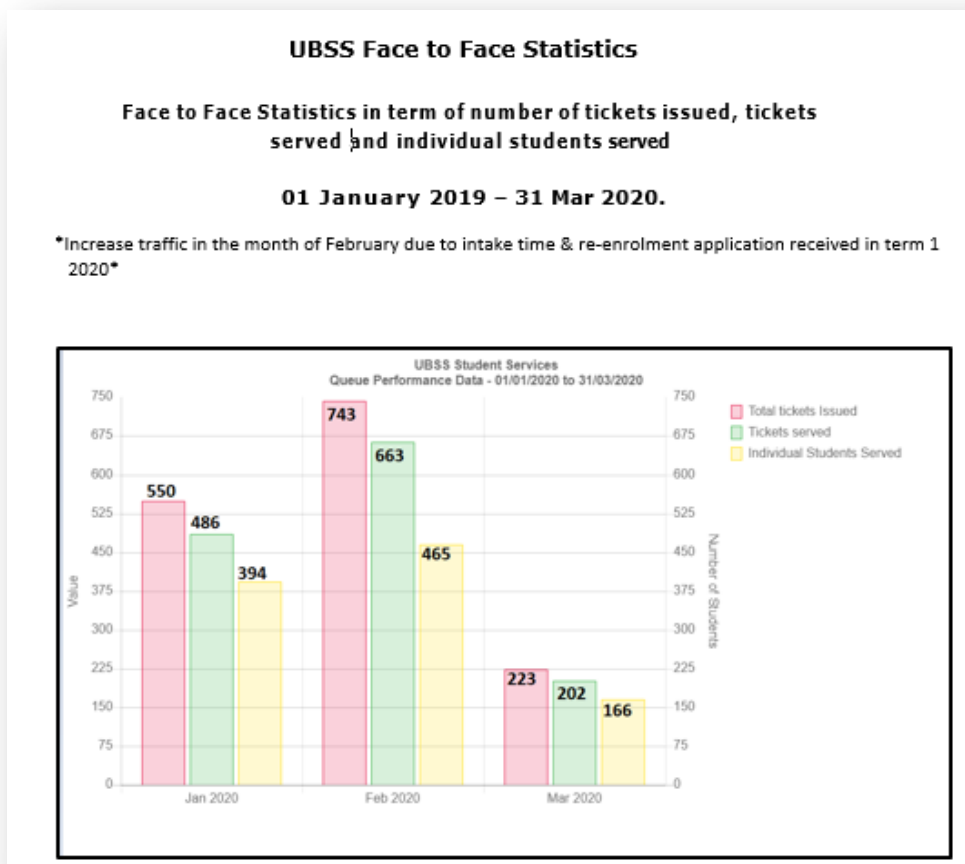
## The Main Activities of Student Services

### Main Activities

- First point of contact for students in UBSS currently in operation through various forms of communication- face to face, email and phone.
- Implementation of GCA student policies and procedures.
- Administrative support for various stakeholders including continuous collaboration with the Executive Dean; Admissions Director, Marketing Director, Program Directors and all other senior staff through regular department/team meetings on key functions and bringing areas of concerned attention in a timely manner.
- Confirmation of Enrolment (COE) management. Creation and management of procedures for the improvement of Student Services functionality i.e. Manuals and guide lines.
- Responsible for reviewing and approving all student release letter requests in UBSS.
- Event Support: Pivotal role in facilitating orientations and exams for new students across one college UBSS with varied intakes, assistance with graduation for completing students and involvement with all other GCA events.

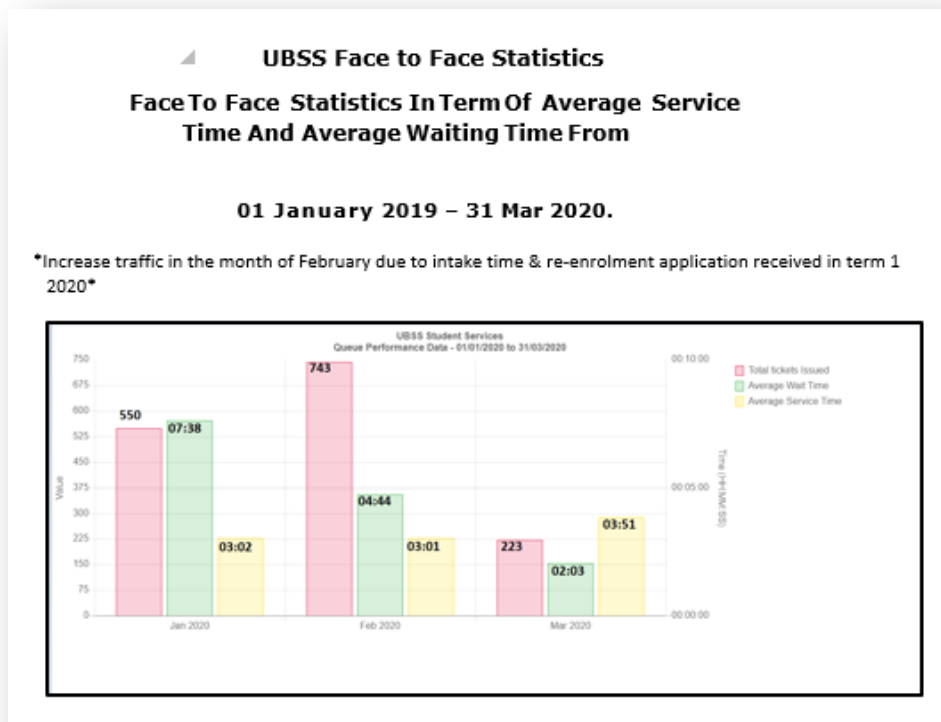
Extract from April, 2020 Business Unit Report to EMT

*The extent of service provided -*



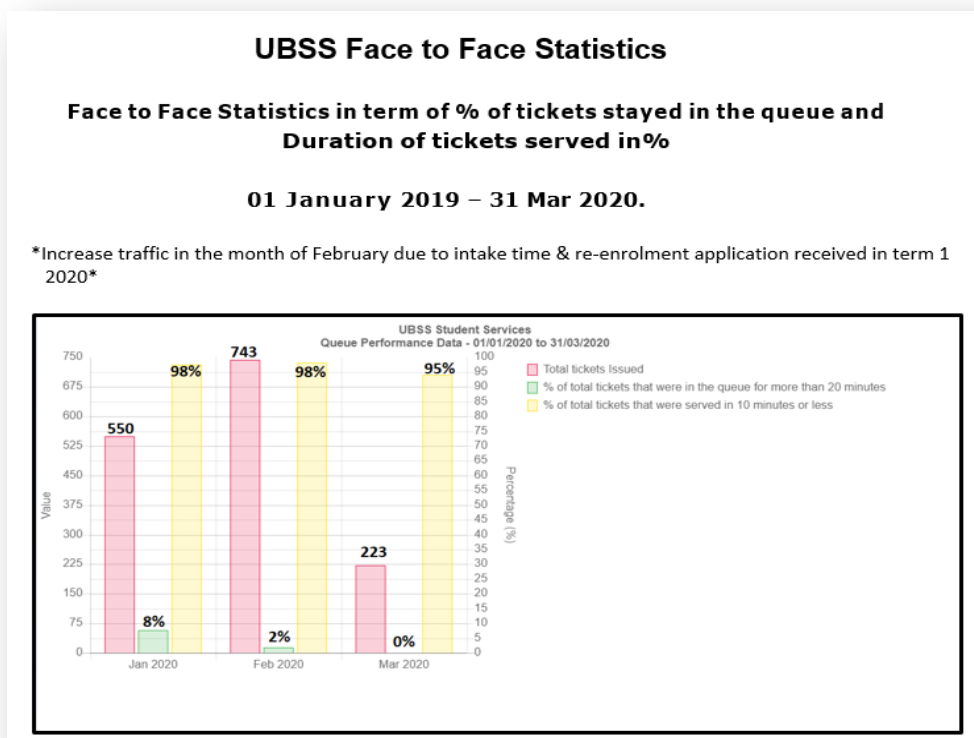
Extract from April, 2020 Business Unit Report to EMT

Service and Waiting Times -



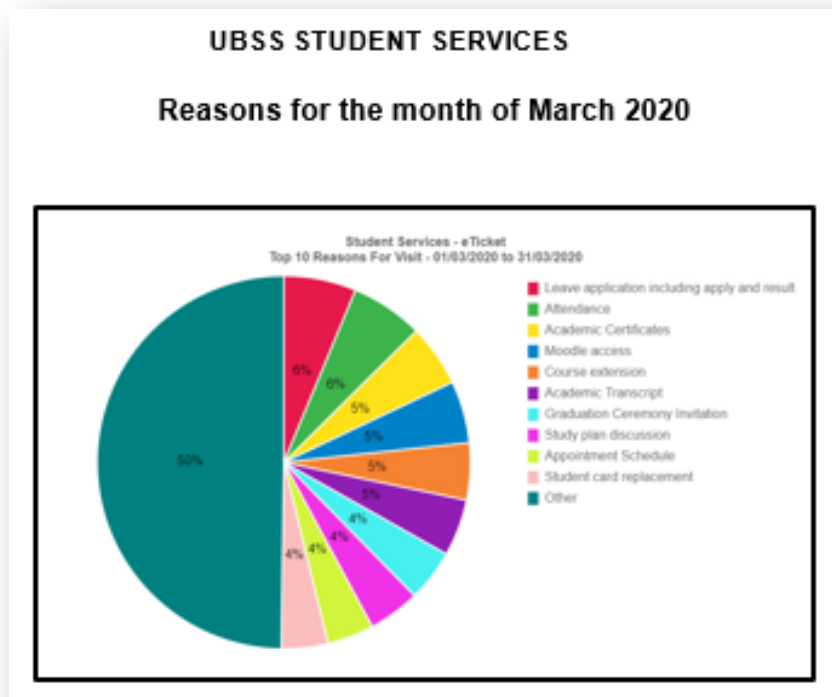
Extract from April, 2020 Business Unit Report to EMT

Student Traffic Management -



Extract from April, 2020 Business Unit Report to EMT

*Reasons for visiting Student Services (Month of March)*



Extract from April, 2020 Business Unit Report to EMT

*Focus on Compliance –*

**ESOS Regulatory Compliance 2019 –frame work and National Code2018**

- Standard 6–Student Support Services (support and advise overseas students who request assistance)
- Standard 7–Overseas Student Transfer
- Standard 8- Overseas student visa requirements (including course extensions)
- Standard 9 – Deferring, suspending or cancelling the overseas student’s enrolment (processing deferments)
- Standard 10- Complaints and Appeals (advising students how to appeal)

Ensure the above standards are being followed and procedures are consistent with the National Code/ESOS Act.

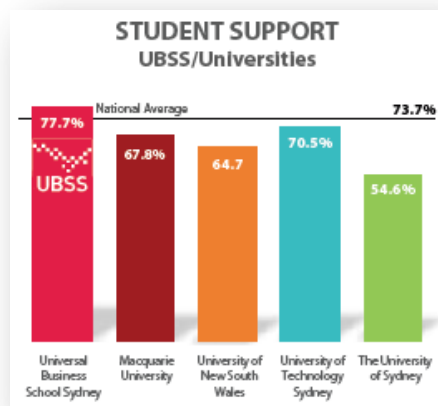
Extract from April, 2020 Business Unit Report to EMT

WHS –

Recent GCA Group of Companies WHS Inspection Report & related recommendations suggested that student services operations are compliant.

Extract from April, 2020 Business Unit Report to EMT

Student Services clearly offer a superior service to all students. Student satisfaction is high as evidenced internally (5 out of a possible 5 in March 2020) and well above national average in the most recent (2019) QILT outcomes –



Further, a recent benchmarking project between 6 like iHEPS indicated that UBSS performs very strongly in the student support domain –

